

## WOODLAND HIGH

4128 HWY 78  
Dorchester, SC 29437

**GRADES** 9-12 High School

**ENROLLMENT** 712 Students

**PRINCIPAL** Dr. Craig Drennon 843-563-5956

**SUPERINTENDENT** Renee Mathews 843-563-4535

**BOARD CHAIR** Dr. James Hodges 843-563-4535

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of High Schools with Students like Ours

**Excellent**

**Good**

**Average**

**Below Average**

**Unsatisfactory**

4

10

6

5

1

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 9 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	N/A	N/A	N/A
<b>2002</b>	Unsatisfactory	N/A	N/A
<b>2003</b>	Unsatisfactory	Good	No
<b>2004</b>	Good	Excellent	No

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	65.1	N/A	N/A	65.1	N/A	N/A
<b>Passed 1 subtest</b>	15.7	N/A	N/A	17.5	N/A	N/A
<b>Passed no subtests</b>	19.2	N/A	N/A	20.6	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	89.3%	92.6%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	11.5	5.1
<b>Seniors who met the SAT/ACT requirement</b>	11.5	5.2
<b>Seniors who met the grade point average</b>	15.3	34.9

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	141	160
<b>Number of Diplomas</b>	106	115
<b>Rate</b>	75.2%	72.6%

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	122	89.3	131	11.5	141	75.2	YES
<b>Gender</b>							
Male	66	90.9	68	4.4	74	73.0	N/A
Female	55	87.3	63	19.0	67	77.6	N/A
<b>Racial/Ethnic Group</b>							
White	28	100.0	39	20.5	29	79.3	N/A
African-American	88	87.5	88	8.0	108	74.1	
Asian/Pacific Islander	1	I/S	1	I/S	1	I/S	N/A
Hispanic	2	I/S	1	I/S	1	I/S	N/A
American Indian/Alaskan	1	I/S	2	I/S	1	I/S	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	116	89.7	130	11.5	121	83.5	N/A
Disabilities other than speech	6	83.3	1	I/S	20	25.0	N/A
<b>Migrant Status</b>							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	119	89.1	131	11.5	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	119	89.1	131	11.5	124	75.8	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	64	82.8	102	7.8	88	72.7	N/A
Full-pay meals	56	96.4	29	24.1	53	79.2	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	191	90.6	20.8	38.2	31.2	9.8	50.9	YES	NO
<b>Gender</b>									
Male	100	89.0	23.6	40.4	30.3	5.6	44.9	N/A	N/A
Female	91	92.3	17.9	35.7	32.1	14.3	57.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	57	91.2	7.7	40.4	38.5	13.5	67.3	YES	NO
African-American	130	91.5	26.1	37.8	27.7	8.4	43.7	YES	NO
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	163	92.6	14.6	39.7	35.1	10.6	55.6	N/A	N/A
Disabled	28	78.6	63.6	27.3	4.5	4.5	18.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	191	90.6	20.8	38.2	31.2	9.8	50.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	191	90.6	20.8	38.2	31.2	9.8	50.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	133	88.7	23.7	39.8	28.0	8.5	48.3	YES	NO
Full-pay meals	58	94.8	14.5	34.5	38.2	12.7	56.4	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	191	89.0	30.6	39.4	24.7	5.3	42.4	YES	NO
<b>Gender</b>									
Male	100	87.0	35.6	33.3	25.3	5.7	42.5	N/A	N/A
Female	91	91.2	25.3	45.8	24.1	4.8	42.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	57	91.2	19.2	34.6	32.7	13.5	61.5	YES	NO
African-American	130	89.2	35.3	41.4	21.6	1.7	34.5	YES	NO
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	163	91.4	24.8	42.3	26.8	6.0	47.0	N/A	N/A
Disabled	28	75.0	71.4	19.0	9.5	N/A	9.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	191	89.0	30.6	39.4	24.7	5.3	42.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	191	89.0	30.6	39.4	24.7	5.3	42.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	133	87.2	29.3	44.0	24.1	2.6	38.8	YES	NO
Full-pay meals	58	93.1	33.3	29.6	25.9	11.1	50.0	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 712)</b>				
Retention rate	12.1%	Down from 13.3%	10.4%	9.1%
Attendance rate	95.1%	Up from 91.2%	95.9%	96.0%
Eligible for gifted and talented	0.0%	No change	3.6%	5.8%
With disabilities other than speech	15.1%	Up from 12.0%	14.0%	12.7%
Older than usual for grade	12.4%	Down from 13.7%	12.7%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Down from 8.9%	2.0%	1.6%
Enrolled in AP/IB programs	3.1%	Down from 3.9%	5.8%	10.2%
Successful on AP/IB exams	N/AV		45.8%	53.8%
Annual dropout rate	1.9%	Down from 5.8%	2.9%	2.7%
Career/technology students in co-curricular organizations	4.0%	Up from 3.6%	4.1%	3.6%
Enrollment in career/technology center courses	5	Down from 309	414	466
Students participating in worked-based experiences	0.9%	No change	27.8%	25.7%
Career/technology students mastering core competencies	100.0%	Up from 72.5%	74.1%	77.7%
Career/technology completers placed	N/A	N/A	100.0%	99.3%
<b>Teachers (n= 43)</b>				
Teachers with advanced degrees	55.8%	Up from 46.3%	43.6%	52.0%
Continuing contract teachers	81.4%	Up from 75.6%	79.4%	82.1%
Highly qualified teachers**	80.0%	N/A	87.2%	89.5%
Teachers with emergency or provisional certificates	10.5%		14.7%	8.6%
Teachers returning from previous year	77.5%	Down from 78.4%	82.2%	86.2%
Teacher attendance rate	92.7%	Down from 92.9%	95.2%	95.3%
Average teacher salary	\$42,999	Up 1.6%	\$39,201	\$41,060
Prof. development days/teacher	11.4 days	Down from 14.7 days	10.7 days	10.6 days
<b>School</b>				
Principal's years at school	1.0	No change	2.0	3.0
Student-teacher ratio in core subjects	24.4 to 1	Up from 22.6 to 1	24.6 to 1	26.4 to 1
Prime instructional time	84.7%	Up from 83.0%	90.0%	90.0%
Dollars spent per pupil*	\$6,744	Down 2.3%	\$6,773	\$6,310
Percent of expenditures for teacher salaries*	51.5%	Down from 53.6%	55.2%	57.9%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	2.2%	Down from 94.0%	85.3%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Average	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	91.9%	91.1%
	<b>State Objective</b>	<b>Met State Objective</b>
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2003-2004 school year, Woodland High School served approximately 725 students of St. George, Harleyville-Ridgeville, and the surrounding communities of Dorchester County.

A principal specialist, a curriculum specialist, and an English content specialist began to work with WHS students and faculty in August of 2003. There has been a strengthening of commitment by our administration and faculty to improve the academic performance of our students and address other school factors that effect student well being. Strong leadership has emerged from Woodland's faculty. Through participation in the Faculty Council and the Building Leadership Team, teachers and staff took a renewed ownership in the school that will have a positive impact on student achievement. We encouraged the input and support of parents as well as others in the community, and parents took a greater role in school decisions that impact their children.

On October 21, 2003, WHS received full accreditation by the Southern Association of Colleges and Schools (SACS), and the External Review Team of the SC Department of Education commended WHS on its efforts at improving student achievement. School improvement initiatives included:

—The development of curriculum and pacing guides correlated with state standards and course objectives.

—A rigorous professional development plan was implemented, inclusive of all faculty and staff, and relevant to our goal of improving classroom instruction and increasing student achievement.

—Grade level parent meetings and parent participation in School Improvement Council.

—A credit recovery program allowing students to recover lost credits, improving promotion and graduation rates.

—Initiation of the Sunset School in March of 2004 — focusing on math, English, goal setting, and character education, it is offered for students who are on the verge of being expelled or dropping out and gives students "a second chance at a new beginning." The Sunset School also prepares students to successfully complete the GED and assists them in pursuing careers. WHS is seeking partnerships with Trident Tech, the County Department of Mental Health, and other businesses in this endeavor.

In the fall of 2003, Exit Exam scores for seniors at WHS were the highest ever recorded for our school. SAT scores improved as well with 15 seniors and 6 juniors scoring above 1000 and several seniors and juniors scoring over 1200 on the exam.

We are proud of our accomplishments this year and look forward to continuing to work to make our school and community the very best that it can be.

Dr. Craig Drennon  
Principal Specialist

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	43	91	11
<b>Percent satisfied with learning environment</b>	54.8%	57.1%	72.7%
<b>Percent satisfied with social and physical environment</b>	80.0%	70.1%	72.7%
<b>Percent satisfied with home-school relations</b>	23.8%	75.6%	63.6%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.